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ABSTRACT

This document contains the career development scope and sequence and 39 lesson plans for career guidance activities, for grades K-5, 6-8, and 9-12, developed for use in the Neptune Township Public Schools (New Jersey). Each one-to-two-page lesson plan includes information on subject area, competency, indicators, lesson objectives, resources, time requirements, and lesson content/description of activities. Lesson plans focus on self-knowledge, education and occupational exploration, or career planning. (KC)

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CAREER GUIDANCE LESSON PLANS

for

Grades K-12

Developed as part of

New Jersey
Comprehensive Career Development Guidelines
Program
In Neptune Township Public Schools

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Career Development Scope and Sequence

Grades K - Twelve

New Jersey Comprehensive Career Development Guidelines Program

In Neptune Township Public Schools

Administration

Superintendent of Schools ..... Michael T. Lake
Assistant Superintendent ..... William J. Moore
Assistant Superintendent ..... James L. Terrell

Career Development Program Team

Project Coordinator ..... Arlene Schacht
Elementary Team Leader ..... Nancy Washington
Middle School Team Leader ..... Russell Walling
High School Team Leader ..... Shirley Parker
Communication Specialist ..... Robin Platt-Lacey
Communication Specialist ..... Richard J. Beltle

This project was conducted pursuant to a contract from the New Jersey State Department of Education, Division of Vocational Education and was funded under P.L. 98-524. The contractors undertaking this project were encouraged to express their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policy.

Career Development Scope and Sequence

Grades K-5

Area: Self-Knowledge

Competency: Knowledge of the importance of a self-concept.
K-5 Objectives:
1. Demonstrate a positive attitude about self.
2. Identify personal interests, abilities, strengths and weaknesses.
3. Describe positive characteristics of oneself.

Competency: Skills to interact with others.
K-5 Objectives:
1. Identify how people are unique.
2. Discuss effective skills for interacting with others.
3. Discuss ways to deal with conflicts, stress, and emotions in self and others.

Competency: Awareness of the importance of growth and change
K-5 Objectives:
1. Identify physical and emotional characteristics that affect behaviors.
2. Identify age appropriate behaviors to deal with specific situations.
3. Identify personal feelings.
4. Identify positive ways to express feelings.

Area: Educational and Occupational Exploration

Competency: Skills to understand and use career information.
K-5 Objectives:
1. Identify abilities required to perform tasks in various occupations.
2. Describe jobs that are present in the local community.
3. Classify those occupations which deal with data, people and things.
4. Describe the relationship of interests and abilities to occupations.

Competency: Awareness of the relationship between work and learning.
K-5 Objectives:
1. Discuss the importance of practice and effort to learning.
2. Identify ways in which current learning relates to adult work.
3. Describe the importance of preparing for occupations.

Competency: Awareness of the importance of personal responsibility and good work habits.
K-5 Objectives:
1. Discuss the importance of cooperation among workers to accomplish a task.
2. Describe the importance of personal qualities to getting and keeping a job.
3. Demonstrate the ability to work with people who are different from oneself.

Area: Career Planning

Competency: Understanding how to make decisions.
K-5 Objectives:
1. Describe how choices are made.
2. Identify alternatives in decision making situations.
3. Describe how decisions affect self and others.
4. Describe how personal beliefs and attitudes affect decision making.

Competency: Awareness of different occupations and changing male/female roles.
K-5 Objectives:
1. Identify various work roles and genders.
2. List ways that life roles of men and women have changed in work and family.
3. Describe how work is important to all people.

Grade Six

Area: Self-Knowledge

Competency: Knowledge of the influence of a positive self-concept.
Grade 6 Objectives:
1. Define the idea of self-esteem as it is reflected in behavior.
2. Assess one's feelings of self-esteem.
3. Describe a process for raising self-esteem.
4. Develop positive attitudes which help attain goals and maintain self-esteem.

Competency: Skills to interact with others.
Grade 6 Objectives:
1. Describe characteristics that make people unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate the ability to deal with conflicts, stress and emotions in self and others.
4. Demonstrate skills in resolving conflicts with peers and adults.

Competency: Awareness of the importance of growth and change.
Grade 6 Objectives:
1. Discuss physical and emotional characteristics and their affects on behavior.
2. Demonstrate age appropriate behaviors to deal with specific situations.
3. Demonstrate ways to handle frustration and stress before it leads to behavioral problems.

Grade Seven

AREA: EDUCATION AND OCCUPATIONAL EXPLORATION

Competency: Skills to locate, understand and use career information.

Grade 7 Objectives:

1. Demonstrate skills in using school and community resources to learn about occupational groups.
2. Identify ways that occupations can be classified.
3. Understand how to match individual career interest with career groups.

Competency: Knowledge of the relationship of educational achievement to career opportunities.

Grade 7 Objectives:

1. Assess individual strengths and weaknesses in the basic academic disciplines.
2. Relate one's aptitudes and abilities to broad occupational areas.
3. Describe how continued learning enhances one's ability to achieve personal and career goals.
4. Describe how changing personal, social and economic needs relate to continued learning and training.

Competency: Knowledge of skills necessary to obtain and maintain a job.

Grade 7 Objectives:

1. Demonstrate the importance of personal qualities (i.e. dependability, punctuality, getting along with others, etc.) to getting and keeping a job.
2. Describe the skills and attitudes essential for successful job interviews.
3. Complete a sample job application form in a satisfactory manner.

Grade Eight

AREA: CAREER PLANNING

Competency: Knowledge of the importance of emotional and physical development on career making.

Grade 8 Objectives:

1. Describe how one's behavior influences others feelings and actions.
2. Understand the interrelationship of personal responsibility, good work habits and career opportunities.
3. Discuss relationship of educational achievement to ones career opportunities.

Competency: Understanding the process of career planning.

Grade 8 Objectives:

1. Describe the meaning of career planning and what resources are available in the career center.
2. Demonstrate knowledge of exploratory vocational programs.
3. Identify tentative life and career goals.
4. Select school courses that meet one's developmental needs in terms of aptitudes and interests.

Grades 9-12

AREA: SELF-KNOWLEDGE

Competency: Understanding the influence of a positive self-concept on career development.

Grade 9-12 Objectives:

1. Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him/herself.
2. Demonstrate an understanding of how interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational, and career goals.
3. Demonstrate ability to accept self as a total person with unique and worthy traits, characteristics and potential.
4. Demonstrate an understanding of environmental influences on behavior.

Competency: Interpersonal and social skills required for positive interaction with others.

Grade 9-12 Objectives:

1. Demonstrate social skills, self-control, and respect for others.
2. Evaluate interpersonal behaviors and modify, when appropriate, based on feedback from others.
3. Demonstrate interpersonal skills required for working with and for others in a work setting.
4. Describe appropriate employer and employee interactions in varying situations.

Competency: Understanding of the interrelatedness of emotional and physical development and career decision making.

Grade 9-12 Objectives:

1. Describe the effect of emotional and physical health on ones behavior and career-related decisions.
2. Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.
3. Implement appropriate skills when coping with conflicts and stress.

AREA: EDUCATIONAL AND OCCUPATIONAL EXPLORATION

Competency: Skills for locating, evaluating, and interpreting information about career opportunities.

Grade 9-12 Objectives:

1. Discuss the requirements of occupations related to interests and abilities as well as to high school and post-secondary education and training programs.
2. Use, understand, and interpret available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.
3. Design a career resource identification plan which reflects the ability to locate, evaluate, and interpret career opportunity information .

Competency: Understanding the relationship between educational achievement and career planning.

Grade 9-12 Objectives:

1. Relate achievement of academic and vocational skills to personal interests.
2. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.
3. Understand how education relates to the selection of college majors, participating in further training and/or entering the job market.
4. Recognize and acquire transferable skills that can apply to a variety of careers and changing requirements for careers.

Competency: Skills for preparing, locating, obtaining and maintaining a job.

Grade 9-12 Objectives:

1. Demonstrate the ability to locate, use and interpret information about job openings and opportunities.
2. Demonstrate skills and behaviors necessary for a successful job interview.
3. Prepare a resume and complete a job application.
4. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or post-secondary education/training leading to individual career goals.

AREA: CAREER PLANNING

Competency: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

Grade 9-12 Objectives:

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.
2. Evaluate personal abilities and limitations for meeting requirements for post-secondary education/training programs.
3. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.
4. Demonstrate the effective use of time, effort and resources in making decisions.

Competency: Understanding the interrelationship of life roles and careers.

Grade 9-12 Objectives:

1. Describe ways in which one's career choice may affect life style.
2. Explain the contribution of a career to a balanced and productive life.
3. Examine different career patterns and their potential effect on family patterns and life styles.

Competency: Understanding of the continuous changes of male/female roles and how this relates to career decisions.

Grade 9-12 Objectives:

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.
2. Develop attitudes, behaviors and skills that contribute to the elimination of sex stereotyping and sex bias.
3. Describe problems, adjustments and advantages of entering a non-traditional occupation.

Career Guidance Lesson Plans

for

Grades K-5

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CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Kindergarten

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Skills to understand and use career information.

Indicators:

1. Identify work activities of interest to the students.
2. Describe the relationship of beliefs, attitudes, interests, and abilities to occupation.
3. Describe jobs that are present in the local community.
4. Identify the working conditions of occupations.

Lesson Objectives:

1. Develop an awareness of fire-fighters as community workers.
2. Identify rules for fire prevention.
3. Develop an awareness of the abilities required to perform various tasks in this occupation.
4. Identify patterns in music.
5. Identify use of various tones in singing.

Resources:

A. Materials:
A fire-fighter song

B. Equipment:
Piano

Time Requirement: 20 minutes

Lesson content/description of activities

1- As an introduction to the lesson, discuss how fires can begin.
2- Discuss rules of fire prevention (putting out camp fires, not playing with matches, putting out lit cigarettes, not overloading electrical sockets).
3- Discuss fire prevention education as one of the fire-fighter's jobs.
4- Discuss other responsibilities of a fire-fighter's job.
5- Discuss conditions of this job (danger, working outside, heavy equipment...)
6- Sing the song.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Kindergarten

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Skills to understand and use career information.

Indicators:

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people and things.
3. Identify work activities of interest to the students.
4. Describe jobs that are present in the local community.

Lesson Objectives:

1. Develop an awareness of occupations of family members.
2. Develop an awareness of jobs in the community.
3. Increase students' listening skills.
4. Enhance positive attitudes about careers.
5. Identify shapes when drawing parts of the body.
6. Identify parts of the body in their drawings.

Resources:

A. Materials:
Filmstrip - *What Do You Think You Want To Be* (The Most Important Person), Encyclopedia Britanica Education Corp., 425 N. Michigan Ave., Chicago, IL 60611

B. Equipment:
Filmstrip projector & record player

C. Other:
Paper, crayons and motivational poster from kit.

Time Requirement: 30 minutes

Lesson content/description of activities

1. Have students view Motivational Poster.
2. Discussion - What kinds of work are these people doing? What kind of work do the people in your family do? What kind of work do you think you will choose to do? (5 minutes)
3. View filmstrip. (10 minutes)
4. Students will draw themselves doing the kinds of work they might want to perform as an adult.
5. Display students' art work on a bulletin board.

CAREER GUIDANCE LESSON PLAN

Subject Area:
x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Grade level: Kindergarten

Competency: Skills to interact with others.

Indicators:
1. Identify how people are unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate skills in resolving conflicts with peers and adults.
4. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.

Lesson Objectives:
1. Identify how people are unique.
2. Develop an awareness of positive as well as negative traits in others.
3. Develop an awareness of being tolerant of others.
4. Develop an awareness of the importance of friendship.
5. Increase listening skills.

Resources
Materials:
Book-*Let's Be Enemies*- by Janice May Udry, Harper & Row Publishers, New York, NY - 1961

Time Requirement: 20 minutes

Lesson content/description of activities
1. Show book cover to students.
2. Discuss the title- *Let's Be Enemies* - and how the boys seem to be relating to each other in the picture. Define word enemy, if needed.
3. Create interest in listening to the story by discussing why the boys would want to be enemies.
4. Read the book aloud.
5. Discuss: The importance of friendship, the rewards of being tolerant of others, and the uniqueness of each person. Define vocabulary in simplistic terms.
6. Allow students to relate situations in which they have been tolerant with friends and family members.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** First

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Skills to understand and use career information.

Indicators:

1. Describe work of family members, school personnel, and community workers.
2. Identify occupations according to data, people, and things.
3. Identify work activities of interest to the students.
4. Describe jobs that are present in the local community.

Lesson Objectives:

1. Identify jobs accomplished in the school setting by adults.
2. Identify jobs accomplished in the school setting by children.
3. Identify community workers who may visit the school.
4. Identify activities that are school related and of interest to them.
5. Develop vocabulary skills using an experience chart.

Resources:

Materials:

1. Experience chart paper, markers
2. Drawing paper, crayons

Time Requirement: 40 minutes

Lesson content/description of activities

1. Discuss the many jobs that are done in school.
2. Take students on "trip" around the school. Students should become aware of the many occupations in the school setting as they walk throughout the building.
3. Using an experience chart, list the many occupations seen. Use three categories of occupations: 1. School employees - 2. Community workers (postman, police officer, crossing guards) - 3. Student workers.
4. Students will draw a picture of themselves doing a job in their school.
5. Display completed drawings.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** First

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of how work relates to the needs and functions of society.

Indicators:

1. Describe how work can satisfy personal needs.
2. Describe the products and services of local employers.
3. Describe ways in which work can help overcome social and economic problems.

Lesson Objectives:

1. Identify different kinds of community workers who protect us.
2. Develop an awareness of how a firefighter, police officer, and a building inspector perform their work.
3. Recognize their role in helping to protect themselves and their community.
4. Increase listening skills.
5. Identify ways of contacting the proper authorities in an emergency situation.

Resources:

A. Materials:
Filmstrip - *People Who Protect Us*- Community Workers, Encyclopedia Britannica Educational Corp., Chicago, IL

B. Equipment:
1. Filmstrip projector & cassette player
2. Toy phones

C. Other:
Drawing paper, crayons, pencils

Time Requirement: 35 minutes

Lesson content/description of activities

1. Introduce topic of lesson to students determining their knowledge of the proper procedures in contacting the police or fire departments in an emergency. Use a toy phone to demonstrate how to dial an emergency number. Allow students time to practice what they should say.
2. View the filmstrip. (10 minutes)
3. Discuss the various ways police officers help protect us.
4. Discuss how a building inspector's job helps to protect the community.
5. Discuss the ways firefighters protect the community. Include fire prevention activities in the schools.
6. Discuss the ways students may help protect the community.
7. Have the students draw a picture or mural of a community worker(s) who helps protect us and write a brief description of that person's work.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** First

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Knowledge of the importance of self-concept.

Indicators:
1. Describe positive characteristics about self as seen by self.
2. Demonstrate a positive attitude about self.
3. Identify personal interests, abilities, strengths, and weaknesses.

Lesson Objectives:
1. Cultivate an enjoyment for pleasurable reading.
2. Develop an appreciation for literature through poetry.
3. Recognize positive characteristics about themselves.
4. Develop a process for raising self-esteem.

Resources:
A. Materials:
1. Crayons
2. Drawing paper

B. Other: Poem - *The Purple Cow* by Gelett Burgess - attached.

Time Requirement: 35 minutes

Lesson content/description of activities
1. Write the poem *The Purple Cow* on the board. Read aloud. Have students read the poem aloud. Discuss what the poem means to them.
2. Discuss - If students could be anyone or anything in the world, what or who would they want to be.
3. Discuss one thing they could do as that person or thing they cannot do now.
4. Have the students write some things they can do as themselves that they could <u>not</u> do as that person or thing.
5. Have the students draw a picture of themselves doing something they like to do or are good at doing. At the bottom of the picture, assist students in writing why they like to be themselves.
6. In a group, have students discuss and share the reasons they like themselves.
7. For those students who may not be able to make positive statements, provide them with compliments and / or comments regarding positive behavioral experiences or positive past academic performances.

THE PURPLE COW
I never saw a Purple Cow,
I never hope to see one;
But I can tell you, anyhow,
I'd rather see than be one.
by Gelett Bugess

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Second

Self Knowledge
Education & Occupational Exploration
x **Career Planning**

Competency: Understanding how to make decisions.

Indicators:

1. Describe how choices are made.
2. Identify alternatives in decision-making situations.
3. Identify and assess problems that interfere with attaining goals.
4. Describe how personal beliefs and attitudes affect decision-making.
5. Describe how decisions affect self and others.

Lesson Objectives:

1. Reinforce the concept that education and schoolwork are important for success.
2. Develop a positive attitude towards work.
3. Build feelings of self-worth.
4. Demonstrate how one can learn from making mistakes.
5. Introduce a variety of abilities needed to make career choices.
6. Identify simple strategies used in solving problems.

Resources:

Materials:

1. Library books, magazines, newspapers (entertainment sections), other publications regarding personalities in sports, TV, movies, music and books.
2. Paper bag or small box and 2 XL strips of paper.

Time Requirement: One class period - 30 minutes

Lesson content/description of activities:

State the purposes of the lesson: help students understand more about how they make decisions; the possible influences of others on their decision-making; and how one's attitude can affect choices. Discuss through questioning the above statements.

1. Give students various materials to preview.
2. Each student will select one of their favorite characters (movie, TV, story book, music, sports, etc.)
3. Teacher will write student's choice on small slip of paper and put into the bag or box. Continue until each student has responded.
4. Each student will draw on a slip of paper and the teacher will record the character's name on the board.
5. Teacher will guide students in identifying as many characteristics as possible that contribute to the success of the individual. List - What makes this person good at his/her job? What abilities make it possible to do his/her job?
6. Teacher guides the students in understanding and specifying the abilities associated with each characteristic identified by the students.

Activity: Students will identify and write one thing they do well and list their abilities. Discuss how they made their decisions during this lesson. What was the basis for choices of characters?

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Second

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of the relationship between work and learning.

Indicators:

1. Demonstrate an understanding of the importance of practice, effort and learning.
2. Describe the importance of preparing for occupations.
3. Describe how current learning relates to adult work.
4. Describe how one's role as a student is like that of an adult worker.

Lesson Objectives:

1. Reinforce the concept that all work has dignity and worth.
2. Illustrate the relationship between schoolwork and the adult world of work.
3. Introduce media jobs, especially writing, as worthy careers.
4. Reinforce the concept of good listening and writing skills.
5. Illustrate the importance of timed presentations and deadlines.

Resources:

A. Materials:

Filmstrip - *Richard Finds the News,* (Everyday Adventures, A MultiMedia Reading Comprehension Kit, Eye Gate, 146-01 Archer Avenue, Jamacia, NY 11435)

B. Equipment:

Filmstrip / Cassette projector

C. Other:

1. Local newspaper for each student
2. Large story pad paper

Time Requirement: One class period - 30 minutes Optional follow-up activities.

Lesson content/description of activities

1. Introduction - What is a writer? Discuss different types of writing jobs. (Reporter, Editor, Author, Cartoonist, Journalist, TV Broadcaster).
2. Show filmstrip - *Richard Finds the News,* (Everyday Adventures, A MultiMedia Reading Comprehension Kit, Eye Gate, 146-01 Archer Avenue, Jamacia, NY 11435)- (8 minutes)
3. Discuss and list as many jobs as possible to include those previously discussed. Using one column, record list on large sheet of story pad size paper leaving space to record students' choices in the second column.*
4. Using local newspaper, discuss listening and writing skills needed to perform jobs listed.
5. After discussion, have students select job(s) that interest them <u>now</u>. Record names next to each job. Retain copy.

Suggested follow-up activities:

1 - Invite different local media guests from newspaper, radio and television who can provide contrasts and similarities among their jobs.

2 - Students can interview each other and / or school staff with prepared questions.

3 - Students can make their own classroom newspaper by drawing pictures and writing short stories about things which interest them.

*After a specified time and/or exposure to the follow-up activities, show students their previous job choices. If choices have changed, have them indicate reasons.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Second

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of the importance of personal responsibility and good work habits.

Indicators:

1. Demonstrate positive ways of performing working activities.
2. Describe the importance of cooperation among workers to accomplish a task.
3. Describe the importance of personal qualities, dependability, promptness and getting along with others who are different from oneself.

Lesson Objectives:

1. Reinforce the concept that all jobs are important and have dignity.
2. Recognize that some jobs need special training and practice.
3. Identify a variety of related jobs.
4. Define/review the meaning of personal responsibility and good work habits.
5. Acquire an awareness of how technology has changed the work place.

Resources:

A. Materials:

1. Book: *Workers at the Airport,* (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101).
2. Filmstrip: *Working for an Airline,* (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101).

B. Equipment:

Filmstrip / Cassette Projector

C. Other:

1. Pencils, lined paper, construction paper, crayons
2. Scissors and paste

Time Requirement: Two days. One class period per day - 30 minutes

Lesson content/description of activities

DAY ONE-

1. Introduce book - *Workers at the Airport.* (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101). Discussion and questions drawing upon students' personal experiences: How many have been to an airport? How many have been on an airplane? What kind of jobs do people have at an airport? List jobs on chalkboard.
2. Read story to or with students. Discuss story with clarification of unknown vocabulary and jobs. Put additional jobs on board. Have students copy and retain list of jobs. Suggested jobs: Pilot, co-pilot, stewardess, steward, flight attendant, cook, reservation clerk, counter agent, truck driver, computer operator, mechanic, engine mechanic, baggage handler, teacher, and trainer.

DAY TWO-

1. Show filmstrip, *Working for an Airline.* (Multi Media Career Development for Primary Grades created by Joan Thomas, EMC Corporation, 180 East Sixth Street, St. Paul, MN 55101). Preview and list / define vocabulary words. Follow-up: Discussion / Questions: Name and list workers in filmstrip. What kind of special training did the workers need? What would happen if a worker did not do his / her job? What are you learning in school that could help you do these jobs? Which job would you choose?

2. Activity:
   A- Put classroom chairs in two rows with an aisle down the middle, simulating an airplane. Select students (maybe based upon their job choice) to be: pilot, co-pilot, stewardess, steward, etc. with remaining students as passengers. Rotate, allowing students to play act.
   B- Students, using word list and books, draw pictures which can be colored, cut and pasted on construction paper. Using lined paper, they can write a sentence(s) about their picture(s). Display around classroom.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Third

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of the relationship between work and learning.

Indicators:
1. Identify different types of work, both paid and unpaid.
2. Demonstrate effective study and information-seeking habits.
3. Demonstrate an understanding of the importance of practice, effort, and learning.
4. Describe how current learning relates to work.
5. Describe how one's role as a student is like that of an adult worker.

Lesson Objectives:
1. Develop an awareness of the rewards of working.
2. Select occupations for added exploration.
3. Relate present role to that of an adult worker.
4. Demonstrate the importance of assuming responsibility for one's learning.
5. Demonstrate an understanding of how learning relates to work.
6. Sequence events.

Resources:

A. Materials:
1. Oaktag, 8"X8", folded to stand on each desk.
2. Index cards, 3"X5"

B. Other:
Pencils and Lined paper

Time Requirement: One hour. Special class period/day for the guest speakers.

Lesson content/description of activities
1. Review different types of people and occupations necessary to build a house.
2. Have students select home builders / workers to invite to speak to the class regarding their occupation and function in the building of a house. (carpenter, plumber, mason, electrician, framer, sheet rocker, architect, and municipal workers, e.g., code enforcement officer and building inspector).
Also, consider electric and telephone workers.
3. Guide students in preparing a list of questions they would like to ask visitors.
4. Allow students to write a letter to those invited guests making sure the following is included: Time of presentation, activities of the class and purpose of their visit and suggest bringing tools of his / her trade for realism. Also, wear or bring uniform and / or special clothing for their job.
5. During visit, involve students, where possible, in "hands on" situations.
6. Using 3"X5" index cards, containing guest's name, type of work and years of experience, allow students, on a rotating basis, to make introductions.
7. Using 8"X8" oaktag, prepare large student name cards for each student's desk.
8. Students summarize in 2 or more sentences their career interests.

Optional activity: Bus trip showing different types of houses.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Third

Self Knowledge
Education & Occupational Exploration
x **Career Planning**

Competency: Awareness of different occupations and changing male/female roles.

Indicators:

1. Describe how work is important to all people.
2. Describe the changing life roles of men and women in work and family.
3. Describe how contributions of individuals both inside and outside the home are important.

Lesson Objectives:

1. Recognize and label different types of houses.
2. Identify various work roles and genders.
3. Develop an awareness of the importance of all people working.
4. Develop an awareness of the importance of working and completing a task.
5. Develop an awareness of how people depend on each other.
6. Explore work related likes and dislikes.
7. Develop oral skills.

Resources:

A. Materials:

1. Drawing paper, markers, crayons
2. Paper and pencil

Time Requirement: 40 minutes

Lesson content/description of activities

Review story - *The Three Little Pigs.*

1. Discuss the types of houses in the students' community. Questions: How many have seen a house or building under construction? What types of workers did you see? Were women or men doing the work? What work was being performed? Allow students to share their experiences.
2. Name and list the different types of houses in their community or neighborhood (one-family, apartments, townhouses, multiple family, duplexes). How would you feel about building your own house? What type would you choose? What things would be important? What materials would you use to build your house? What kind of workers would you need to hire? Do workers depend on each other?
3. Have students draw a picture of how their house would look outside or inside. If inside, draw one room that would be their favorite.
4. List the workers hired to build their house or room.
5. Allow students to share drawings with the class explaining their choices and / or reasons for selection.
6. Display pictures.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Third

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of the importance of personal responsibility and good work habits.

Indicators:

1. Describe the importance of personal qualities needed to get and keep a job.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself.

Lesson Objectives:

1. Identify characteristics of a good / poor worker.
2. Develop an awareness of personal work habits.
3. Classify and evaluate personal work habits based upon identified characteristics.
4. Recognize the need to work cooperatively.
5. Identify ways to work cooperatively with those who are different from oneself.

Resources:

Materials:

1. Walt Disney's *The Three Little Pigs*- Retold by: Barbara Brenner - Random House - 1972.
2. Pencils

Time Requirement: One class period

Lesson content/description of activities

1. Discuss with students the characteristics of good vs. poor worker. List responses on the board. (Suggested word list below). Read and define vocabulary,
2. Read the story emphasizing the behavior, attitude and work values of each character.
3. Discuss worker attributes. What was the attitude of each character? What affect does attitude have on how well you perform a job?
4. Upon completion of discussion, divide the class into three groups, each representative of a story character.
5. Have each group list worker traits of their character using previous word list if needed. Add any new traits to the list. Compile the list and have students go to the board and match words to each of the 3 characters.
6. On paper, students will identify and list words representing their own good / poor work values.
7. Discuss their responses. Have students use their word list and relate to how they perform their schoolwork and home chores.
8. List on board: What has been learned from the story?
9. Have students save written work for future reference. Sample could be used as a pre / post for individual work behaviors.

WORD LIST:

Responsible Truthful Confident Silly

Cheerful	Agreeable	Foolish	Proud
Bossy	Angry	Lazy	Babyish
Sloppy	Clever	Eager	Quiet
Rough	Kind	Clumsy	Nosy
Understanding	Hostile	Disagreeable	Mean

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Fourth

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Awareness of the importance of growth and change.

Indicators:

1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate knowledge of good health habits.
6. Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.

Lesson Objectives:

1. Develop an awareness of one's body.
2. Emphasize that how one feels physically may affect one's emotions, thoughts and behaviors.
3. Demonstrate ways to handle frustration and stress before it leads to behavioral problems.
4. Identify how past experiences can affect behavior.
5. Describe how one's emotions can affect behavior.

Resources:

A. Materials:
Kit - Filmstrips / cassettes - *Understanding and Accepting Yourself* Learning Tree Publishing, Inc., P.O. Box 4416, Englewood, CO 80155

B. Equipment:
1. Filmstrip
2. Cassette projector

C. Other:
Pencil and Lined paper

Time Requirement: Two class periods - 30 minutes each

Lesson content/description of activities:

Kit - *Understanding and Accepting Yourself* contains 4 filmstrips and cassettes entitled as follows:

DAY ONE -

Introduce series to students and indicate what information is to be gained and discussed following the film.

1 - Show filmstrip A - *Health and Behavior* (8 minutes).
2 - Student volunteers explaining how health affects behavior.
3 - Show filmstrip B - *Feelings and Behavior* (8 minutes).
4 - Follow-up discussion with students explaining how main characters dealt with their feelings identifying good and bad feelings and behaviors.

DAY TWO -

Show filmstrip C - *Experience and Behavior* (8 minutes). Follow same procedure as above.

Show filmstrip D - *Controlling Your Behavior* (8 minutes). Follow same procedure as above.

Activities:

1 - Writing assignment: Students may compare a personal situation with those of filmstrip characters indicating how they resolved their situation. Evaluate and compare to what has been discussed.

2 - Divide class into groups with each group creating a script based upon subject matter covered.

Career Guidance Lesson Plan

Subject Area: **Grade level:** Fourth

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of importance of personal responsibility and good work habits.

Indicators:

1. Describe the importance of personal qualities to getting and keeping jobs.
2. Demonstrate positive ways of performing working activities.
3. Describe the importance of cooperation among workers to accomplish a task.
4. Demonstrate the ability to work with people who are different from oneself.

Lesson Objectives:

1. Define personal responsibility through examples (e.g., household chores, community & schoolwork).
2. Demonstrate how all of us depend on each other to complete tasks.
3. Define short and long term goals.
4. Introduce the concept of deferred gratification.
5. Demonstrate that sacrifice is often necessary to achieve a long range goal.
6. Demonstrate the importance of setting short and long term goals.
7. Provide strategies for staying with a goal.

Resources:

A. Materials:

Kit - Filmstrip/cassette - *Being Responsible,*Learning Tree Publishing, Inc., P.O. Box 4416, Englewood, CO 80155

B. Equipment:

1. Filmstrip
2. Cassette projector

C. Other:

Pencil and lined paper

Time Requirement: Three class periods - 30 minutes each

Lesson content/description of activities:

Kit - *Being Responsible* contains 4 filmstrips and cassettes entitled as follows:

DAY ONE -

Introduce series to students and indicate what information is to be gained and discussed following the film.

1 - Show filmstrip A - *Doing What You Have To Do* (8 minutes)
2 - Discuss reasons for failure of the characters to meet their goal.
3 - Show filmstrip B - *Doing What's Best For You* (8 minutes)
4 - Discuss and list examples of who and how certain characters in the story accepted responsibility.

DAY TWO -

Show filmstrip C - *Sharing the Load* (8 minutes)

1 - Discuss how the main character learned people depend upon each other.

2 - Show filmstrip D - *Putting Off 'Til Tomorrow* (8 minutes)

3 - Discuss how the characters developed and achieved their long range goal.

DAY THREE -

Students can role play actual classroom situations or scenarios depicting the main idea of each filmstrip.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Four

Self Knowledge
Education & Occupational Exploration
x **Career Planning**

Competency: Understanding how to make decisions.

Indicators:

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify and assess problems that interfere with obtaining goals.
4. Identify strategies used in solving problems.
5. Identify alternatives in decision-making situations.
6. Describe how personal beliefs and attitudes affect decision-making.
7. Describe how decisions affect self and others.

Lesson Objectives:

1. Development of personal values as an important aspect of growth.
2. Describe peer situations which can be analyzed revealing student values as they currently exist.
3. Demonstrate how values change.
4. Identify the importance of personal values in everyday life.

Resources:

A. Materials:
Kit - Filmstrip / cassettes - Understanding Right and Wrong, Learning Tree Publishing, Inc., P.O. Box 4416, Englewood, CO 80155

B. Equipment:
1. Filmstrip
2. Cassette projector

C. Other:
Pencil and lined paper

Time Requirement: Two class periods - 30 minutes each

Lesson content/description of activities:

Kit - *Understanding Right and Wrong* contains 4 filmstrips and cassettes entitled as follows:

DAY ONE -

Introduce series to students and indicate what information is to be gained and discussed following the film.

1 - Show filmstrip - *Conscience: Why Do I Feel So Guilty?* (8 minutes).
Discussion from several open-ended questions at the conclusion of filmstrip.

2 - Show filmstrip - *Rationalization: All the Kids Do It* (8 minutes).
Discussion same as above.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Fifth

Self Knowledge
Education & Occupational Exploration
x **Career Planning**

Competency: Understanding how to make decisions.

Indicators:

1. Describe how choices are made.
2. Describe what can be learned from making mistakes.
3. Identify alternatives in decision-making situations.
4. Describe how personal beliefs and attitudes affect decision-making.
5. Describe how decisions affect self and others.

Lesson Objectives:

1. Define a consumer item as a product that one buys for use.
2. Investigate various brands of a product.
3. Discuss influence factors (eye appeal, color, cost, etc.).
4. Recognize how influence factors may not always lead to the best choice.
5. Chart products showing their positive and negative factors.
6. List final products of choice.
7. List reasons for final choices.

Resources:

A. Materials:

1. Numerous consumer products of various brands.
2. Newspaper food advertisements.

B. Other:

Class trip to a local supermarket to perform actual comparison shopping.

Time Requirement: One class period - 35 minutes.

Lesson content/description of activities:

Stock classroom with needed materials.

1 - Write on the board that a consumer item is a product that one buys and uses.
2 - Have on display at least five (5) various brands of a product (include store brand to most expensive brand).
3 - Discuss influence factors of the product (e.g., eye appeal, color, cost, etc.).
4 - Discuss how these influence factors may not always lead to the best choice.
5 - Chart on the board each brand / product with its positive and negative factors.
6 - If the products are edible, give samples of each brand for taste test. Do not reveal brand name of samples.
7 - List final products of choice and reasons for this choice.

Optional individual assignment: Written critique of a TV commercial.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Fifth

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Awareness of the importance of personal responsibility and good work habits.

Indicators:

1. Demonstrate positive ways of performing working activities.
2. Describe the importance of cooperation among workers to accomplish a task.
3. Describe the importance of personal qualities to getting and keeping jobs.
4. Demonstrate the ability to work with people who are different from oneself.

Lesson Objectives:

1. Demonstrate the ability to work and share with others.
2. Differentiate between plant and animal cells.
3. Match a cell part to its job.
4. Observe and be aware that the nucleus is the control center of the cell.
5. Identify a microscope as an object that contains lenses to magnify images of objects.
6. Compare similarities/differences of cells to uniqueness/similarities of individuals.

Resources:

A. Materials:
Ditto: Plant and animal cells, vocabulary words, onion cells, drawing paper, pencil, crayons.

B. Equipment:
Microscopes, slides, cover slips & water

Time Requirement: One class period.

Lesson content/description of activities:

1 - Introduce and compare likenesses and differences of plant and animal cells.
2 - Discuss each part of the cell and its function.
3 - Draw and label the parts of a plant and animal cell.
4 - Write the function of each part of the cell on the picture.
5 - Provide assistance as students prepare their own slides using onion cells.
6 - Observe the onion slides under a microscope noting the parts of the cell.
7 - Students record observations by drawing what they see under the microscope.
8 - Relate findings to uniqueness / similarities of individuals.
9 - Discussion on working in groups
10 - Display students' drawings.

CAREER GUIDANCE LESSON PLAN

Subject Area:
Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Grade level: Fifth

Competency: Awareness of the relationship between work and learning.

Indicators:
1. Describe how current learning relates to work.
2. Describe the importance of preparing for occupations.
3. Research effective study and information-seeking habits.
4. Demonstrate an understanding of the importance of practice, effort and learning.

Lesson Objectives:
1. Compare density of fresh water to salt water.
2. Match vocabulary word with ocean floor formation.
3. Research and organize information about living things in the ocean.
4. Discuss, debate and share opinions on ocean pollution.
5. Demonstrate how positive effort can lead to success.
6. Increase students' awareness of their own ability and creativity.

Resources:
A. Materials: Fresh water, salt water, food coloring, ocean floor formation ditto, vocabulary words and research books.
B. Equipment: Balance scale.
C. Other: Guest speaker with knowledge of ocean life.

Time Requirement: Two periods - 30 minutes each

Lesson content/description of activities:
DAY ONE - INTRODUCE LESSON.
1 - Fill each side of balance scale with equal amounts of water (one fresh - one salt). Discover which has more mass.
2 - Add food coloring to salt water.
3 - Add a few drops of colored salt to fresh water. Note that colored water moves downward. Explain that ocean water at the poles has a high salt content.
4 - Help students become aware that more salt and lower temperatures help the water become more dense.
5 - Using ocean floor ditto, discuss and match levels with given vocabulary words.

DAY TWO - INTRODUCE STUDENTS TO THE CONCEPT OF FOOD CHAIN.
1 - Have students draw, label and explain the food chain process. (Do this activity as a group or assign as an individual research project).
2 - Students can organize information about living things in the ocean, chart / graph indication whether animal or plant. Identify one special quality about each and use of each quality.
3 - Assign a story to be written or an oral presentation on students' role regarding ocean pollution and his / her plan for improving this problem.

Optional: Presentation by guest speaker.

CAREER GUIDANCE LESSON PLANS

for

Grades 6-8

Developed as part of

New Jersey Comprehensive Career Development Guidelines Program

In Neptune Township Public Schools

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Career Guidance Lesson Plan

Subject Area: **Grade level:** Sixth

- * **Self Knowledge**
- ❑ Education & Occupational Exploration
- ❑ Career Planning

Competency: Knowledge of the influence of a positive self-concept.

Indicators:

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Identify environmental influences on attitudes, behaviors, and aptitudes.
4. Describe how one's behavior influences the feelings and actions of others.

Lesson Objectives:

1. Define the idea of self-esteem as it is reflected in behavior.
2. Identify ways of looking at one's self so as to get a sense of one's self-esteem and understand that most people are mixtures of high and low esteem.
3. Review the ways in which self-esteem develops as we grow in our families.
4. Suggest that it is possible to change one's sense of one's self-esteem.
5. Identify self-defeating attitudes which inhibit the drive toward change.
6. Emphasize that the goal of change is to build successes, to continue the process.
7. Suggest a process for raising self-esteem.

Resources:

A. Materials: Filmstrip, *Liking Me: Building Self-Esteem;* Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570-9971
B. Equipment: Filmstrip/cassette projector;
C. Other: Plain and lined paper and pencil.

Time Requirement: One class period

Lesson content/description of activities: (Times approximate)

1. Instruct students to draw a picture of themselves (5 minutes).
2. Show part one of filmstrip (14 minutes).
3. Have students complete sentences in last frame of part one {Instructor may wish to distribute copies of the questions so filmstrip may be rewound and part 2 readied for viewing.} (5 minutes).
4. Ask for volunteers to read responses to class for discussion (5 minutes).
5. Show part two of film strip (11 minutes).
6. Use suggested activity from pp. 12-13 of filmstrip teacher's guide (5 minutes).

Career Guidance Lesson Plan

Subject Area: **Grade level:** Sixth

- ✱ **Self Knowledge**
- ❑ Education & Occupational Exploration
- ❑ Career Planning

Competency: Knowledge of the influence of a positive self-concept.

Indicators:

1. Describe how one's behavior influences the feelings and actions of others.
2. Identify environmental influences on attitudes, behaviors, and aptitudes.
3. Describe positive characteristics about self as seen by self and others.
4. Demonstrate an understanding of environmental influences on behavior.

Lesson Objectives:

1. Define self-esteem.
2. Show why students should think about their self-esteem.
3. Present factors that influence self-esteem.
4. Show importance of having high self-esteem.
5. Present common effects of low self-esteem.
6. Have students assess feelings of their own self-esteem.
7. Present suggestions of how students can think positively about themselves.
8. Answer some commonly asked questions about self-esteem.

Resources:

A. Materials: Scriptographic booklet *What You Should Know about Self-Esteem;* Channing L. Bete, Co., Inc., South Deerfield, MA 01373

B. Other: Pencil and paper

Time Requirement: Three class periods

Lesson content/description of activities :

DAY ONE:

Cover pp. 2-5 of scriptographic booklet, *What You Should Know about Self-Esteem.*

Suggested activities:

Have students write ten positive thoughts about themselves.

Have students list one positive goal for themselves for the week, the marking period, the school year.

Have students list five positive things that have happened to them in school, at home, and with their friends in social situations. (One from each category.)

DAY TWO:

Cover pp. 6-9 of scriptographic booklet, *What You Should Know about Self-Esteem.*

Suggested activities:

Have students list two challenges they have accepted.

Have students list two people who have enriched their lives.

Have students list at least one improvement they have made through wholehearted effort.

Have students list new ways of doing things they would like to incorporate into their routine.

DAY THREE:

Cover pp. 10-15 of scriptographic booklet, *What You Should Know about Self-Esteem.*

Suggested activities Have students do questionnaire on pp. 10-11. Discuss.

Career Guidance Lesson Plan

Subject Area: **Grade level:** Sixth

- ✱ **Self Knowledge**
- ❑ Education & Occupational Exploration
- ❑ Career Planning

Competency: Knowledge of the influence of a positive self-concept.

Indicators:

1. Describe how one's behavior influences the feelings and actions of others.
2. Identify environmental influences on attitudes, behaviors, and aptitudes.
3. Describe positive characteristics about self as seen by self and others.
4. Demonstrate an understanding of environmental influences on behavior.

Lesson Objectives:

1. Define self-esteem and give examples of what people with high self-esteem have in common.
2. Show how long term development of self-esteem is affected by positive and negative feedback.
3. Develop an understanding of how early adolescence presents difficulty in maintaining or improving self-esteem.
4. Develop an appreciation for personal successes.
5. Create an awareness of the importance of goal setting.
6. Develop an appreciation for the importance of positive thinking in helping attain goals and maintain self-esteem.
7. Develop an understanding of "body image" and identify problems and solutions.
8. Develop an appreciation for friendships and suggest ways of becoming a good friend.
9. Discuss social situations at home and school which could affect self-esteem positively and negatively. List ways to deal with problems.

Resources:

Materials:

Scriptographic booklet, *Let's Learn about Self-Esteem;* Channing L. Bete, Co., Inc., South Deerfield, MA 01373

Time Requirement: Five class periods (minimum).

Lesson content/description of activities

DAY ONE: Cover pp. 1-4; see objectives 1- 2.
DAY TWO: Cover pp. 5-6; see objectives 3-4.
DAY THREE: Cover pp. 7-9; see objectives 5-6.
DAY FOUR: Cover pp. 10-11; see objectives 7-8.
DAY FIVE: Cover pp. 12-15; see objective 9 .

Career Guidance Lesson Plan

Subject Area:
- ❑ Self Knowledge
- ✱ **Education & Occupational Exploration**
- ❑ Career Planning

Grade level: Seventh

Competency: Skills to locate, understand, and use career information.

Indicators:
1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Identify skills that are transferable from one occupation to another.

Lesson Objectives:
1. Develop a personal interest profile based upon classification of interest areas according to: Things, Data, People, and Ideas.
2. Identify potential career choices based upon results of interest assessment.

Resources:
A. Materials: Interest assessment.
B. Equipment: Writing implements.

Time Requirement: One class period.

Lesson content/description of activities
1. Give brief overview of lesson objectives.
2. Distribute materials and explain directions for completion of interest assessment.
3. Students will complete interest assessment and compute results.
4. Review chart and add potential career choices to chart.

Career Guidance Lesson Plan

Subject Area: **Grade level:** Seventh

- ❑ Self Knowledge
- ✱ **Education & Occupational Exploration**
- ❑ Career Planning

Competency: Skills to locate, understand, and use career information.

Indicators:

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Identify skills that are transferable from one occupation to another.
4. Identify sources to obtain information about occupational groups including self-employment.

Lesson Objectives:

1. Develop a personal interest profile based upon classification of interest areas according to COPSystem Interest Inventory categories.
2. Identify potential career choices based upon results of attached interest assessment.

Resources:

A. Materials:

Interest assessment questionnaire/score sheet.
Occupational interest clusters explanation sheets.
List of careers for occupational clusters.
Individual career data sheet.

B. Equipment: Pencils.

Time Requirement: Three class periods.

Lesson content/description of activities:

DAY ONE:

1. Distribute materials, give brief overview of assessment vehicle, and examine directions.
2. Orally present interest assessment questions #1-30. Discuss questions as need becomes evident through students responses.

DAY TWO:

1. Orally present interest assessment questions #31-70. Discuss questions as need becomes evident through students responses.
2. Total responses to questionnaire according to directions.

DAY THREE:

1. Have students volunteer to read occupational interest cluster descriptions aloud to class and discuss.
2. Have students volunteer to read list of careers for each of the occupational clusters and discuss individual careers with students as deemed appropriate.

Career Guidance Lesson Plan

Subject Area: **Grade level:** Seventh

- ❑ Self Knowledge
- ✱ **Education & Occupational Exploration**
- ❑ Career Planning

Competency: Skills to locate, understand, and use career information.

Indicators:

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self employment.

Lesson Objectives:

1. Develop a knowledge of the similarities and differences among occupational groups.
2. Create an awareness of matching individual career interests with career groups.
3. Compare individual interest profiles with standard scores of students in the same age group.
4. Use results of interest profiles to guide selection of school courses.
5. Use results of interest inventory to guide further exploration and career thinking.
6. Create awareness of additional resources available for career exploration.

Resources:

A. Materials:

One copy per student of *IDEAS: Interest, Determination, Exploration, and Assesment System,* National Computer Systems, Inc., P.O. Box 1416, Minneapolis, MN 55440

Several copies of *Occupational Outlook Handbook (OOH)* and *Dictionary of Occupational Titles, (DOT),* both available through U.S. Department of Labor, Washington, D.C. 20212 or files of information on careers.

B. Equipment: #2 Pencil

Time Requirement: Five class periods for profile and initial analysis, plus time for extended individual exploration.

Lesson content/description of activities:

DAY ONE: INTEREST INVENTORY

Distribute materials, brief overview of profile, and examine directions on page1 (15 minutes).

Complete page two, interest inventory (25 minutes).

Collect materials (5 minutes).

DAY TWO: SCORING YOUR RESULTS

Distribute materials, review interest inventory (10 minutes).
Examine directions on p. 3 for computation of interest inventory score (10 minutes).
Compute scores on p. 4 (20 minutes).
Collect materials (5 minutes).

DAY THREE: COMPARING YOUR RESULTS

Distribute materials, review scoring (5 minutes).
Examine directions on p. 5 and complete Profile section on p. 6. Transfer results to profile form on p. 8. Collect p. 6 for student folders (40 minutes).

DAY FOUR: UNDERSTANDING YOUR INTEREST PROFILE

Discuss pp. 8-11, *Understanding Your Interest Profile* and provide individual assistance to students in reviewing and analyzing results.

DAY FIVE: INDIVIDUAL OCCUPATIONAL EXPLORATION

Have students research career fields in OOH and DOT. See directions at top of page 10

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Eighth

- ❑ Self Knowledge
- ❑ Education & Occupational Exploration
- ✱ **Career Planning**

Competency: Understanding the process of career planning.

Indicators:

1. Demonstrate knowledge of exploratory processes and programs.
2. Describe how career development is a continuum with a series of choices.
3. Develop an individual career plan, updating information from elementary level plan.

Lesson Objectives:

1. Students will be able to define career planning, express why it is important, and identify career planning resources.
2. Students will be able to develop a self-assessment process.
3. Students will learn strategies to learn about available careers.
4. Students will learn strategies to find the jobs they want.
5. Students will develop strategies to get job interviews.

Resources:

A. Materials: Scriptographic booklet *What Everyone Should Know about Career Planning*.

B. Equipment: Pencils

Time Requirement: Minimum of one class period.

Lesson content/description of activities:

Examine booklet with students, discussing specific points as deemed appropriate.

Career Guidance Lesson Plan

Subject Area: **Grade level:** Eighth

- ❑ Self Knowledge
- ❑ Education & Occupational Exploration
- ✱ **Career Planning**

Competency: Understanding the process of career planning.

Indicators:

1. Identify possible outcomes of decisions.
2. Identify ways in which decisions about education and work relate to major life decisions.
3. Describe advantages and disadvantages of various life role options.
4. Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in high school.

Lesson Objectives:

1. Students will develop an understanding of decision making and reasons why people work.
2. Students will develop an understanding of how to plan a career and how work influences their lives.
3. Students will understand themselves, develop self-profiles, identify different types of employment, and narrow the prospects of specific career pursuits.
4. Students will develop a comprehensive educational plan beginning with high school course selection and extending to avenues of training after graduation.

Resources:

A. Materials: Scriptographic booklet *After High School...What?*
B. Equipment: Pencils

Time Requirement: Three class periods

Lesson content/description of activities

DAY ONE:

Examine pages 1-5 in booklet with students, discussing specific points as deemed appropriate.

DAY TWO:

Examine pages 6-9 in booklet with students, discussing specific points as deemed appropriate.

DAY THREE:

Examine pages 10-15 in booklet with students, discussing specific points as deemed appropriate.

Career Guidance Lesson Plan

Subject Area: **Grade level:** Eighth

- ❑ Self Knowledge
- ❑ Education & Occupational Exploration
- ✱ **Career Planning**

Competency: Understanding the process of career planning.

Indicators:

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Identify sources of employment in the community.
4. Identify skills that are transferable from one occupation to another.

Lesson Objectives:

1. To encourage students to think positively about their career options.
2. To introduce the Holland Hexagon and its categories of personality patterns and vocational environments.
3. To show how the different personality types overlap and combine.
4. To help students identify their own personality pattern and illustrate how this knowledge can help in making career decisions.
5. To explore the relationship between personality patterns and jobs of the '90's.
6. To illustrate some jobs of the '90's that are suitable for many of the personality types and combinations.

Resources:

A. Materials: *Jobs for the '90's.* [filmstrip/cassette from Pleasantville Media, Suite HW, P.O. Box 415, Pleasantville, NY 10570]

B. Equipment: Dukane filmstrip/cassette projector.

C. Other: Attached materials; teacher's guide.

Time Requirement: Five class periods

Lesson content/description of activities:

DAY ONE:

Distribute Career Planning Narrative, Assessment Instrument, Career Personality Types Description, and Occupational Classification Sheet.

Present overview of week's activities; read and discuss narratives; show part I of filmstrip.

DAY TWO:

Complete assessment instrument; read and discuss career personality types descriptions.

DAY THREE:

Discuss directions for Occupational Classification Sheet; show part two of filmstrip and have students record occupations discussed in appropriate sections of Occupational Classification Sheet. (Discuss as warranted.)

Career Guidance Lesson Plans

for

Grades 9-12

Developed as part of

New Jersey Comprehensive Career Development Guidelines Program

In Neptune Township Public Schools

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CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Ninth

Self Knowledge
Education & Occupational Exploration
x **Career Planning**

Competency: Skills to make decisions.

Indicators:

Demonstrate responsibility for making tentative educational and occupational choices.

Lesson Objectives:

1. All students will list steps in the decision-making process.
2. All students will identify two decisions made on a daily basis and apply the steps in the decision-making process.

Resources:

Materials:

1. *Succeeding in the World of Work;* Glencoe Publishing, 1981.
2. *The Dynamics of Work;* Southwestern Publishing, 1984.
3. *How to Plan and Conduct an Effective Work Search Campaign;* NJ Department of Labor.
4. *Exploring Careers: The ASVAB Workbook;* Department of Defense.
5. *Choicercises: Building Students' Academic Muscle;* US West Education Foundation, Seattle, Washington, 1986.

Time Requirement: One class period.

Lesson content/description of activities

1. Select decision-making situation based on the interest of the class and set up the scenario.
2. Students decide what they would do and share their answers.
3. Discuss the need for a decision-making process.
4. As a class, develop a process for effective decision-making. Include:
   A. Define needs.
   B. Analyze resources.
   C. Identify choices.
   D. Gather information.
   E. Evaluate.
   F. Make decisions.
   G. Review goal.
5. Students identify decisions they make on a daily basis.
6. Select three decisions and apply the decision-making process.

CAREER GUIDANCE LESSON PLAN

Subject Area:

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Grade level: Ninth

Competency: Understanding the influence of a positive self-concept.

Indicators:

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational and career goals.

Lesson Objectives:

1. All students will describe one personal strength and one weakness.
2. All students will identify an individual hero and list three of his/her positive traits.

Resources:

Materials: *Choicercises, by Paula C. Lowe* (US WEST Education Foundation, 720 Olive Way, Suite 1725, Seattle, Washington 98101)

Time Requirement: Two class periods

Lesson content/description of activities

1. Describe personal strengths and weaknesses.
2. Describe skills, disciplines, characteristics, attitudes, and behaviors needed to successfully achieve personal goals.
3. Use exercises *Hello, It's My Hero.*
4. Discuss why you admire and respect a certain individual as a role model/hero.
5. Discuss what personal attributes are needed to become as successful as your hero.

CAREER GUIDANCE LESSON PLAN

Subject Area:

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Grade level: Ninth

Competency: Understanding the impact of growth and development.

Indicators:

Describe how developmental changes affect physical and mental health.

Lesson Objectives:

1. All students will identify three ways in which physical appearance has an impact on one's image.
2. All students will name two methods of projecting positive personality traits.

Time Requirement: One class period.

Lesson content/description of activities

Oral discussion in small groups on the following topics:

1. Explain the effect that physical appearance has on your image.
2. Define the personal habits that affect your appearance.
3. Define the personality traits that help determine your attractiveness to others.
4. Define ways in which you can project positive personality traits.
5. Identify the major causes of image changes you may expect during your lifetime.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Tenth

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Understanding the influence of positive self-concept.

Indicators:
1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.

Lesson Objectives:
1. After completing *Choicercises*, all students will identify five life factors that are significant.
2. All students will name three life factors they can control.
3. All students will identify three life factors which cannot be controlled.

Resources:
Materials: *Choicercises* US WEST Educational Foundation, 720 Olive Way , Suite 1725, Seattle, Washington 98101) *Hello, It's Me,* Exercise F and worksheet.

Time Requirement: 1 class period.

Lesson content/description of activities
Use *Hello, It's Me* exercises to guide class and small group discussions, emphasizing specific points as deemed appropriate.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Tenth

Self Knowledge
Education & Occupational Exploration
x **Career Planning**

Competency: Understanding continuous changes in male/female roles.

Indicators:
Identify factors influencing the changing career patterns of women and men.

Lesson Objectives:
1. All students will name two traditional and two nontraditional roles of males and females.
2. All students will identify the changes in male/female roles over the last three generations.
3. All students will describe four problems associated with nontraditional roles.

Resources:

A. Materials:
1. *Twenty Facts on Woman Workers;* Pennant Educational Materials, 1975.
2. "A Case Study: Changing Roles."
3. "Man's Role and Woman's Role in the Family."
4. "The Working Woman"; *Ladies Home Journal* 1975.
5. "Working Women have 2 Jobs"; *Asbury Park Press.*
6. *Career Opportunities for Women;* Channing L. Bete Co., 1977.

B. Other:
Video of *Wonder Years* or similar type show. (TV viewing may be a homework assignment.)

Time Requirement: One class period.

Lesson content/description of activities
1. View video of *Wonder Years* or similar type show, noting traditional male/female roles. Option if no video is available: before day of class, assign students to watch the show on TV.
2. Guided class discussion on the changing nature of traditional male/female roles.
3. Read the materials identified above (or similar) to further discussion as deemed appropriate.
4. Guided discussion on the dual role of working wives/mothers.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Tenth

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Skills to interact positively with others.

Indicators:
1. Demonstrate effective interpersonal skills.
2. Demonstrate the interpersonal skills required for working with and for others.

Lesson Objectives:
1. All students will list three benefits of cooperation.
2. All students will identify one problem in working in groups.
3. All students will list two positive cooperation interactions they noted during taping of a presentation on attaining their careers.

Resources:

A. Materials:
1. Instructional materials on how to give an effective presentation (especially videos if available).
2. Creative materials necessary to construct demonstrative audio-visual materials, charts, poster boards, markers, pictures, computer print-outs, etc.

B. Equipment:
Video equipment to tape demonstrations.

Time Requirement: Three class periods.

Lesson content/description of activities
1. Pass out or view instructional materials on how to give an effective presentation and guide discussion.
2. Students work in small groups to develop a mini-presentation convincing peers they are capable of achieving their career plan.
3. Students prepare audio-visual aids and handouts for the presentation.
4. Videotape each group giving its presentation.
5. Guide class selection of the most convincing presentation.
6. Identify and discuss the problems in working in groups, how they were resolved and the importance of cooperation.

CAREER GUIDANCE LESSON PLAN

Subject Area:
- x **Self Knowledge**
- Education & Occupational Exploration
- Career Planning

Grade level: Eleventh

Competency: Understanding the impact of growth and development.

Lesson Objectives:
1. All students will explain the difference between external changes that affect your surroundings and internal changes that apply specifically to you.
2. All students will list two short term individual changes.

Indicators:
Describe how developmental changes affect physical and mental health.

Resources:
Materials:
1. Text and workbook: *The Dynamics of Work;* by Willard R. Daggett, Ed.D, South Western Publishing Co., Chapter 13, pages 216-228.
2. *Ten Thousand Graduates...Ten Thousand Jobs,* (Ten-K) handouts, classroom materials.

Time Requirement: One class period.

Lesson content/description of activities:
1. Describe an obstacle that you have had to overcome, how you dealt with it, and how you would advise your peers to combat the same or a similar situation.
2. Name two physical changes and two emotional changes in students' lives.
3. Describe the types of changes that affect an 11th grader in the 1990's (external and internal).
4. Indicate short term individual changes from last year to this year, last month to this month, last week to this week, yesterday to today.
5. Use text and handouts, discussing specific points as deemed appropriate.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Eleventh

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Skills to locate, evaluate and interpret career information.

Indicators:
Demonstrate use of a range of resources.

Lesson Objectives:
1. All students will use the job classified sheet to locate occupations with the most and least listings.
2. All students will name four occupations which are in demand today.

Resources:
A. Materials:
1. Classified job listing page from the newspaper.
2. Handouts from a variety of career materials.

B. Other:
1. List of sources of job information.
2. Occupational Outlook Handbook.

Time Requirement: One class period.

Lesson content/description of activities:
1. Review with students resources which give information regarding salary ranges and educational background needed for certain occupations.
2. Students work in small groups to project highest and lowest demand jobs.
3. Pass out handouts and newspaper pages.
4. Locate separate job categories in newspaper listings.
5. Identify the job category with the most listings.
6. Discuss local labor market vs. national statistics.
7. Identify the job category with the fewest listings.
8. Identify the top five jobs in demand in this local labor market.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Eleventh

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Understanding the impact of growth and development.

Indicators:
Describe healthy ways of dealing with stress.

Lesson Objectives:
1. All students will define stress.
2. All students will identify three healthy ways of dealing with stress.
3. All students will list three different types of stress.

Resources:
Materials:
Text and workbook: *The Dynamics of Work*, by Willard R. Daggett, Ed.D, South Western Publishing Co., Chapter 15.

Time Requirement: Two class periods.

Lesson content/description of activities
1. Students list one situation in which they felt stressed and one in which they experienced rejection.
2. Define stress and explain how the problem solving process may be used to deal with stress.
3. Discuss three different types of stress (home, school, work).
4. Define the emotional factors often involved in stress.
5. Define rejection and how to cope with it.
6. Discuss specific points in *The Dynamics of Work* as deemed appropriate.
7. Based on the interests of the class, describe six conflicts and use the problem solving process to provide solutions for their resolution.

CAREER GUIDANCE LESSON PLAN

Subject Area: ***Grade level:*** *Twelvth*

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Skills to interact positively with others.

Indicators:

1. Demonstrate effective interpersonal skills.
2. Demonstrate appropriate employer and employee interactions in different situations.

Lesson Objectives:

1. Seventy percent of the students will identify one interpersonal skill demonstrated by an employer in a role playing situation.
2. Eighty percent of the students will identify two problems related to an inability to work well with others.

Resources:

Materials:

1. Create corporate role playing situations that will highlight: Group Dynamics, resolving problems within a group situation, making business decisions that are best for your company.
2. Develop 5-6 case studies on a 12th grade level which are relevant to your student body and can be utilized in the aforementioned Group Dynamics exercises.

Time Requirement: One class period.

Lesson content/description of activities

1. Review the importance of employability skills.
2. Students role play three to four teacher-defined job situations.
3. After each role playing situation, guide discussion regarding the appropriateness of the behavior of each employer and employee.
4. Have students suggest a problem which can arise in a job setting and repeat the role playing and class discussion activities.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Twelvth

Self Knowledge
x **Education & Occupational Exploration**
Career Planning

Competency: Skills to prepare to seek, obtain, maintain, and change jobs.

Indicators:

Demonstrate skills and behaviors necessary for a successful job interview.

Lesson Objectives:

1. All students will identify three methods of creating a positive impression during an interview.
2. Ninety percent of the students will identify the steps in the interview process.

Resources:

A. Materials:

1. *Succeeding in the World of Work;* Glencoe Publishing, 1981.
2. *The Dynamics of Work;* Southwestern Publishing, 1984.
3. *How to Plan and Conduct an Effective Work Search Campaign;* NJ Department of Labor.
4. *Exploring Careers: The ASVAB Workbook;* Department of Defense.
5. *Choicercises: Building Students' Academic Muscle;* US West Education Foundation, Seattle, Washington, 1986.
6. *Job Interview Skills;* Channing L. Bete Co., 1985.
7. *What You Should Know About Getting a Job;* Channing L. Bete Co., 1982.

Time Requirement: One class period.

Lesson content/description of activities:

1. Students work in groups to identify the important skills for a job interview.
2. Groups report and compare findings.
3. Identify and discuss the steps in the interview process.
4. List the documents and references which should be brought to an interview.
5. Have several students role play a job applicant being interviewed.
6. Class will critique each interview and suggest ways to increase the applicant's opportunity to obtain the job.

CAREER GUIDANCE LESSON PLAN

Subject Area: **Grade level:** Twelvth

x **Self Knowledge**
Education & Occupational Exploration
Career Planning

Competency: Understanding the influence of a positive self-concept.

Indicators:

Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.

Lesson Objectives:

1. Each student will identify three of his/her positive characteristics.
2. Each student will write a cover letter, which contains no errors, for his/her resume.

Resources:

Materials:
Text and workbook: *The Dynamics of Work,* Chapter 10.

Time Requirement: Two class periods.

Lesson content/description of activities

1. Examine chapter 10 in text with students, discussing specific points as deemed appropriate.
2. Discuss life style, community, transportation, and general environmental aspects that affect your attitude.
3. Have students list as many positive characteristics about themselves as they can think of.
4. Write a convincing cover letter incorporating these characteristics that will accompany your resume to a perspective employer.